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ABSTRACT

The Mobile Education Teams (METs) Program of the Montgomery County (Maryland) Public Schools instructs limited English proficiency (LEP) adolescents. Funded by a 3-year Title VII grant and implemented in six intermediate and junior high schools beginning in 1984-85, METs provide intensive elementary-level English, reading, and mathematics instruction to seventh through ninth graders. A resource specialist, five teachers, three teacher aides, a counselor, and a parent specialist move from one site to another. This study documents the nature of the instruction provided by the METs during the 1985-86 school year, and presents results of questionnaires on students' personal and school experiences and a teacher checklist concerning students' attendance and discipline patterns. Sixty-eight students, 64 teachers, and 55 parents completed Year 2 questionnaires. As standard tests (namely, the Minimum English Competency test and a criterion-referenced math test) were found to be inadequate, a qualitative design was adopted. Results indicate that METs provide: (1) positive initial school experiences, resulting in a high level of student and parental satisfaction with the program; (2) sensitivity toward special student needs; (3) acculturation to the American educational system; (4) functional math and reading skills as well as survival English skills; and (5) services above and beyond those normally available to LEP students. The original study and sample program materials concerning reading, mathematics, and social studies instruction are appended. (TJH)

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MONTGOMERY COUNTY
PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

Description of the Mobile Education Teams (METs) Program

September 1987

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

DESCRIPTION OF THE MOBILE EDUCATION TEAMS (METs) PROGRAM

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TABLE OF CONTENTS

	Page
Executive Summary	E-1
Preamble	1
The Study	6
Results of Observations	7
Results of the Students' Attitudinal Survey	11
Results of the METs Teachers' Checklist Form	13
Results of the Parents' Questionnaire	14
Conclusions.....	15

APPENDIX A - The Original Study

APPENDIX B - Samples of Reading Instructional Materials

APPENDIX C - Samples of Math Instructional Materials

APPENDIX D - Samples of Social Studies Instructional Materials

EXECUTIVE SUMMARY

DESCRIPTION OF THE MOBILE EDUCATION TEAMS (METs) PROGRAM

> I am teaching reading to three kinds of learners: the preliterate, the literate, and the functionally illiterate. My problem is to find materials that will consider the developmental stage of each of these kinds of learners as well as their linguistic and cultural experience.

In many ways, the above quote from a METs teacher accurately describes the challenge that the METs program staff faces in instructing able but uneducated limited English proficiency (LEP) adolescents. Such a challenge, however, is no surprise given the linguistic and school-related deficiencies that characterize these students. The data show that the program has served 132 students during the 1984-85 and 1985-86 school years. For many of these students, the METs classroom is the first one they have ever seen. Indeed, of the 76 students with known previous education, three-fourths had completed four or fewer years of education at the time of entering the program. Some were illiterate in their own native language. Yet, because of their age, they had to be placed in junior high school classes where, prior to METs, most would have gotten along as best they could.

Not only did these students come to school with much less education, but they also were beset with serious personal problems. Some had fled their war-torn countries under traumatic circumstances, sometimes without their parents. Most were relatively new to MCPS and the United States and, consequently, lacked familiarity with the American educational system and culture. "In my school," pointed out a student, "the principal didn't have a loudspeaker to speak to us from his office. We didn't have computers either, or a cafeteria, or a gym."

Initially, the ESOL/Bilingual program provided English instruction to these students so that they could learn enough English to function in the regular classroom. This approach, however, had limited impact because it did not consider the students' cognitive and affective development. The students were involved in the acquisition of English but were falling even further behind academically because of their lack of the skills needed to succeed in school. It thus became apparent that the approach of teaching English language skills only could potentially result in an academic void that would be hard to fill even after the students had caught up with their classmates linguistically. It also became apparent that this approach did not address the unique problems of these adolescents who, in some instances, had more military than educational experience. What was needed then was an approach that would help both bring these students to grade level as they learned English and provide them with more intensive supports than those normally available to LEP students.

The METs program emerged as such an approach. Funded by a Title VII three-year grant, six schools (Eastern Intermediate, Gaithersburg Junior, Ridgeview Junior, Sligo Intermediate, Takoma Park Junior, and Westland Intermediate) became METs sites for intensive English, reading, and math

during the 1984-85 school year, serving students in Grades 7-9. Except for Ridgeview Junior, they all participated in the program in 1985-86.

To be eligible for the program, students must have limited English proficiency and exhibit a pattern of interrupted or no previous education. Once enrolled in the program, students receive intensive, basic skills instruction for a maximum of two years. Instruction is in English with bilingual support. When not receiving METs instruction, students attend regular classes, especially those that require little English proficiency for success or achievement, such as art, music, or physical education.

Staffing comprises a team of professionals that is to move from one site to another (hence the title, Mobile Education Teams program). The team consists of a teacher specialist, five part-time teachers, two full-time and one part-time teacher aides, a half-time counselor, and a half-time parent specialist. In practice, however, because of the geographical distribution of the sites and some staffing considerations, only the resource specialist, the parent specialist, and the counselor have been itinerant.

THE STUDY

This study documents the nature and extent of the instruction provided to LEP students who were enrolled in the Mobile Education Teams program during the 1985-86 school year. It also presents results of questionnaires on students' personal and school experiences and those provided by a teacher checklist form concerning students' attendance and discipline patterns.

Originally, this study intended to evaluate the METs program by using a standard evaluation design. To this end, the study analyzed the performance of students who had been in the program for two years on two instruments, the Minimum English Competency (MEC) test[1] and a criterion-referenced math test (CRMT) that is part of the MCPS Instructional System in Mathematics (ISM). The result of this approach was disappointing for a variety of reasons. Chief among these was the finding that standard tests were not sensitive enough to gauge METs students' growth. It appeared that the growth process for these students involved very small steps forward rather than large strides that could be measured by these tests. Indeed, a review of ISM student profiles showed a trend of moderate math growth that could not have been detected from the mere analysis of CRMT scores.

Clearly, there was a need for an evaluation design that was more suited to the program. Toward this goal, a qualitative design was adopted to describe a) the nature and extent of the instruction provided to METs students and b) students' feelings about themselves and school. In keeping with the first objective, classrooms where METs instruction was taking place were observed in all five METs centers. Emphasis was placed on documenting the

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1. The MEC test of MCPS provides an overall profile of a student's listening, speaking, reading, and writing skills in English.

approaches and materials of instruction developed by teachers. In regard to the second objective, an attitudinal questionnaire asked students in Year 2 about their personal and school experiences. Additional data came from a teacher checklist form concerning METs students' attendance and discipline patterns. Finally, a parent survey collected data on parents' perceptions of their children's school experiences, communication with the home, and involvement in school activities designed for parents.

RESULTS OF OBSERVATIONS AND INTERVIEWS

As the voice of the teacher rises over a cacophony of sounds and laughter, students prepare themselves for another day of instruction. About 17 students, mostly Hispanic and ranging in age from 13 to 16, spend most of their school days in that classroom. For many of them, it is the first classroom they have ever seen. In the rural villages of war-torn countries in Central America, many of these students stay away from school. One student told us:

> When I was in Nicaragua several years ago, I liked school a lot. But one day the gobiernos (government army) came to our school and pulled a whole bunch of us out of the classroom and took us to the mountains for physical education. This meant training in the use of weapons. Since I knew that learning how to shoot was the first step before being sent to fight, I decided to quit school. But, this forced me to leave the country because, by staying away from school, the gobiernos would certainly recruit me as a volunteer to go to war right away.

The teacher begins instruction and the obstacles to teaching these students become immediately apparent. "My students," said the teacher, "vary considerably in the kinds of help they need from me and my aide and in the degree of proficiency in English, reading, and math they bring to the classroom. Between the talented learner and the slow learner, I have every combination of relative proficiency in these subjects. To be able to teach these kids with such a range of skills levels, I divide the class into groups according to ability. Each group receives the appropriate assignment, and then I circulate among the groups to provide assistance and, above all, lots of reinforcement."

The lessons taught are elementary school level skills. How do you spell your name? What is that man in this picture doing? But the students remain attentive and on task. They appear comfortable and relaxed and seem to have good relationships with the teacher and aide. "It is so rewarding to see these children learn," added the teacher. "In spite of their personal problems, and they all have personal problems, they really try. Some of them are physically abused by their parents; others must work to help support their families. I still remember how difficult it was for our principal to sign the first work permit that came up with these students. To him, it seemed that these students had so much to catch up and really needed to devote all of their time and energy to do just that. But, if he wouldn't allow them to work, the alternative would be to lose them forever."

Teachers have devised a variety of strategies for instructing METs students. Grouping students by ability levels, adapting instruction using early

elementary grade methods, and working out special arrangements with the regular reading and math teachers to "mainstream" students are common practices. Generally, two main objectives guide teachers: they work to ensure that students learn to read, write, and speak English properly and that they are able to carry out basic arithmetic operations with accuracy. In reading, for example, they stress the development of vocabulary, comprehension skills, and barebones grammar. In math, they emphasize the mastery of whole number operations, such as addition, subtraction, multiplication, and division. In English, they stress vocabulary and basic conversation that is useful to students to express their feelings, experiences, and observations. In terms of evaluating a student's progress, they use formal testing, teacher judgment, and subjective rating scales.

The main problem facing all teachers is the lack of appropriate learning materials to meet the needs of the students. "What is available is limited in quantity and inadequate in content," one teacher told us. In response to this problem, however, teachers have revised existing resources and incorporated others from a variety of sources, including materials developed for special education students.

All teachers reported that adjustment to school and a new culture for some students has not been easy. "Although most students start making progress within a few weeks after entering the program," explained one of the teachers, "some of them exhibit educational problems that probably can only be overcome through special education efforts. Antonio is a good example. Although he tries very hard, he can't perform beyond the most basic skills in math and reading. He usually sits at the rear of the classroom, often staring at the floor. Sometimes he isolates himself from the other kids since he cannot keep up with them. I make every effort to get him materials to work with, but he should really be receiving special education services. On the other hand, I realize that until he learns some English, it will be very difficult to provide him those services."

RESULTS OF QUESTIONNAIRES

Results of the attitudinal survey showed that students in Year 2 who completed the survey (N=68, including 19 students from Year 1) seemed to be more optimistic about school and themselves than students who completed it in Year 1 (N=68). Students in Year 2 consistently perceived themselves as more capable of making friends and getting good grades, being more confident when the teacher asks them a question, and doing a good job when giving a report in front of the class. Also of significance is their perception of being less likely to get into a lot of fights. Results of the teacher checklist form showed that most students in Year 2 for whom teachers filled out a form (N=64) attend school and possess the habits necessary for meeting the expectations of conduct in school. Finally, results of the parents' questionnaire (N=55) indicated that, in general, the perceptions of a majority of METs students' parents about their children experiences in school appear to be very positive. About three-fourths of the parents rated the instruction provided to their children as very good. Perceptions of parents related to their children's attitudes toward school were also very positive. Seventy-four percent of parents/guardians reported that their children felt very good about being in the METs program, while 87 percent reported that their children were very happy in school. A majority of

parents also reported that the program maintains frequent contact with them through a variety of communications with the home. In regard to participation in school-sponsored activities, 65 percent of parents or someone from their families attended these activities.

CONCLUSIONS

The results of this study indicate that the METs program is successful in several areas. For example, the program is effectively working with a student population which regular teachers in regular schools cannot handle. At the same time, the program is providing METs students with:

- positive initial school experiences, which is in turn reflected in the high degree of student and parental satisfaction with the program;
- sensitivity towards their needs and a willingness to make special efforts to help them;
- acculturation with the American educational system and culture;
- functional math and reading skills as well as survival English skills; and
- services above and beyond those normally available to LEP students.

However, the study also suggests several areas that require special attention. One of these relate to the stated goal of the program, i.e., to help students to keep up in reading and math while learning English. Such a goal is too ambitious in light of the unique characteristics of METs students, and needs to be matched with what is actually taking place in the classroom, i.e., introducing students to reading and math in addition to English. This would not only reconcile the goal of the program with the demands of the classroom, but it would also recognize that significant academic achievement among METs students will take several years to develop or to show up.

Three other areas that require further attention are the need to:

- find better measures to assess student progress in the areas of both reading and mathematics so that the progress being made can be documented objectively;
- plan now for a multiyear effort since students who are above the junior/intermediate/middle school level are unlikely to join the mainstream for several years; and
- plan now for a high school component of the METs program since the chances of METs students succeeding in that environment without additional support are very slim.

DESCRIPTION OF THE MOBILE EDUCATION TEAMS (METs) PROGRAM

PREAMBLE

As the voice of the teacher rises over a cacophony of sounds and laughter, students prepare themselves for another day of instruction.

About 17 students, mostly Hispanic and ranging in age from 13 to 16, spend most of their school days in that classroom. For many of them, it is the first classroom they have ever seen. In the rural villages of war-torn countries in Central America, many of these students stay away from school. "When I was in Nicaragua several years ago," Juan explained, "I liked school a lot. But one day the gobiernos (the government army) came to our school and pulled a whole bunch of us out of the classroom and took us to the mountains nearby for physical education. This meant training in the use of weapons. Since I knew that learning how to shoot was the first step before being sent to fight, I decided to quit school. But, this forced me to leave the country because, by staying away from school, the gobiernos would certainly recruit me as a volunteer to go to war right away."

It only takes a few minutes into the class period for the obstacles to teaching these students to become apparent. "My students," said the teacher, "vary considerably in the kinds of help they need from me and my aide and in the degree of proficiency in English, reading, and math they bring to the classroom. Between the talented learner and the slow learner, I have every combination of relative proficiency in these subjects. To be able to teach these kids with such a range of skills levels, I divide the class into groups according to ability. Each group receives the appropriate assignment, and then I circulate among the groups to provide assistance and, above all, lots of reinforcement. My aide also moves from one group to another or stays with the group that requires intensive help."

The lessons taught are elementary school level skills. How do you spell your name? What is that man in this picture doing? But the students remain attentive and on task. They appear comfortable and relaxed and seem to have good relationships with the teacher and aide. "It is so rewarding to see these children learn," added the teacher. "In spite of their personal problems, and they all have personal problems, they really try. Some of them are physically abused by their parents; others must work to help support their families. I still remember how difficult it was for our principal to sign the first work permit that came up with these students. To him, it seemed that these students had so much to catch up and really needed to devote all of their time and energy to do just that. But, if he wouldn't allow them to work, the alternative would be to lose them forever."

Such is the backdrop against which the Mobile Education Teams (METs) program arose. Basically, METs is an approach of the ESOL/Bilingual program[1] to serve an increasing number of limited English-proficient (LEP) teenagers with severe deficiencies in academic and school-related skills. Thus, an examination of the background characteristics of the 132 students served in 1984-85 and 1985-86 reveals that METs students average 14 years of age, with some as old as 18.

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1. English for Speakers of Other Languages.

The problems of educating these students were varied. Generally, because of their age, they had to be placed in junior high school classes even though they had little or no previous education at the time of entering MCPS. The data show that of 76 students with known previous education,[2] three-fourths had completed four or fewer years of prior education. Some were illiterate in their own native language. Furthermore, not only did these students come to school with much less education, but they also were beset with serious personal problems. Some had fled their war-torn countries under traumatic circumstances, sometimes without their parents. Most were likely to come from families with low socioeconomic and educational levels. Most were also relatively new to MCPS and the United States and, consequently, lacked familiarity with the American educational system and culture.

Initially, the ESOL/Bilingual program provided intensive English instruction to these students so that they could acquire sufficient command of English to function in the regular classroom. This approach, however, had limited impact because it did not take into account the students' cognitive and affective development. The students were involved in the acquisition of English as a language but were falling even further behind academically because of their lack of the information and skills needed to succeed in school.

It thus became apparent that the approach of teaching English language skills only could potentially result in an academic void that would be hard to fill even after the students had caught up with their classmates linguistically. It also became apparent that this approach did not address the unique problems of these adolescents who, in some instances, had more military than educational experience. What was needed then was an approach that would help both bring these students to grade level as they learned English and provide them with additional and more intensive supports than those normally available to LEP students.

The METs program emerged as such an approach. Funded by a three-year grant under Title VII of the Elementary and Secondary Education Act, METS started in September 1984. During the 1984-85 school year, six schools became sites for intensive English, reading, and math,[3] serving students in the seventh, eighth, and ninth grades. Of these schools, five continued participation in the program in 1985-86.

To be eligible for the program, students must have limited English proficiency and exhibit a pattern of interrupted or no previous education. Once enrolled in any of the program sites, students receive specialized

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2. Following a review of transcripts, when available, the MCPS International Student Affairs Office places foreign students in grades appropriate to their prior education. For most METs students, however, age is generally the primary factor in deciding grade placement.

3. Eastern Intermediate, Gaithersburg Junior, Ridgeview Junior, Sligo Intermediate, Takoma Park Junior, and Westland Intermediate. Except for Ridgeview Junior, they all participated in the METs program in 1985-86.

instruction for a maximum of two years. At three sites (or so-called "maxi-METs" sites), students also receive instruction in social studies. Instruction is in English with bilingual support. When not receiving specialized instruction, students attend mainstream classes, especially those that require little English proficiency for success or achievement, such as art, music, or physical education.

Staffing comprises a team of professionals that is to move from one site to another (hence the title, Mobile Education Teams program). The team consists of a resource specialist, five part-time teachers, two full-time and one part-time teacher aides, a half-time counselor, and a half-time parent specialist. In practice, however, because of the geographical distribution of the sites and some staffing considerations, only the teacher specialist, the parent specialist, and the counselor have been itinerant.

Two other major aspects of the METs program are the provision of counseling services above and beyond those available to LEP students and the involvement of parents and other members of the culture/language groups in their children's formal education. The counselor and the parent specialist serve these purposes. The counselor, for example, regularly holds group and individual sessions with students to discuss personal and social problems affecting learning, motivation, personal development, and adjustment to American culture; assists teachers and parents to work with these students; and accompanies students on field trips. The parent specialist on the other hand holds regularly scheduled meetings with parents, operates programs at recreation centers during afternoons and weekends, follows up on student absences, and works closely with the Parent Advisory Committee, which is made up of parent representatives from each of the METs schools.

There were 83 students enrolled in the program in 1984-85 (Year 1), and 68 in 1985-86 (Year 2). Of the students in Year 2, 49 were new to the program and 19 were students from Year 1 that remained in the program for an additional year. Therefore, the total number of students that the program has served is 132 (83 from Year 1 + 49 new students from Year 2). As Tables 1 and 2 show, they come from 21 countries and comprise 14 different languages.

There are several reasons for the small number of students in the original group that continued as participants in Year 2. Of these reasons, relocation to a non-METS school appears to be foremost. Twenty-two eighth-grade METs students at Takoma Park and Eastern, for example, were unable to continue as ninth-grade participants in Year 2 when these schools changed their status from junior high schools (Grades 7-9) to intermediate schools (Grades 7-8). Other reasons include exit from the program and withdrawal from MCPS.

Except for the significant increase in the number of students from El Salvador and the equally significant decrease in the number of students from Cambodia, the information obtained in 1984-85 and 1985-86 shows only moderate shifts in the number and composition of students enrolled in the program during those years. Table 1 shows that, in both years, on the average, two-thirds of the students came from Latin America, about one-third from Asia, and the rest from Africa.

TABLE 1

Native Countries of METs Students in 1984-85 and 1985-86

COUNTRY	1984-85		1985-86	
	N	%	N	%
El Salvador	37	45	42	62
Cambodia	15	18	7	11
Vietnam	8	10	6	10
Nicaragua	4	6	4	7
Dominican Republic	3	4	1	1
Liberia	3	4	1	1
Brazil	2	2	1	1
Haiti	2	2	-	-
Bolivia	1	1	-	-
Cameroon	1	1	-	-
Ethiopia	1	1	1	1
Guatemala	1	1	-	-
Honduras	1	1	-	-
Laos	1	1	-	-
Pakistan	1	1	-	-
Panama	1	1	-	-
Philippines	1	1	-	-
Ghana	-	-	1	1
Guinea	-	-	1	1
India	-	-	1	1
Sierra Leone	-	-	2	3
TOTAL	83	100	68	100

TABLE 2

Native Languages of METs Students in 1984-85 and 1985-86

LANGUAGE	1984-85		1985-86	
	N	%	N	%
Spanish	48	58	47	70
Khmer	15	18	7	10
English*	4	6	1	2
Cantonese	3	4	2	3
Vietnamese	3	4	4	7
French	2	2	2	3
Mandarin	2	2	-	-
Portuguese	2	2	1	1
Hindi/Urdu	1	1	1	1
Laotian	1	1	-	-
Tagalog/Filipino	1	1	-	-
Tigrinya	1	1	1	1
Fanti	-	-	1	1
Ga	-	-	1	1
TOTAL	83	100	68	100

* Students whose native language is listed as English are from Liberia and Cameroon. While these students are English speakers, their knowledge of standard English used in schools is limited, especially in reading and writing.

THE STUDY

This study documents the nature and extent of the instruction provided to limited English proficiency (LEP) students who were enrolled in the Mobile Education Teams (METs) program of MCPS during the 1985-86 school year. It also presents data on students' personal and school experiences and information concerning students' attendance and discipline patterns. A previous study, A Preliminary Evaluation of the Mobile Education Teams Program,[4] described the METs program of services during the 1984-85 school year.

Originally, this study intended to assess the effect of the METs program of instruction in a standard evaluation design. To this end, the study evaluated the performance of students who had been in the program for two years on two instruments, the Minimum English Competency (MEC) test[5] and a criterion-referenced math test (CRMT) that is part of the MCPS Instructional System in Mathematics (ISM), a K-8 math curriculum. The result of this approach was disappointing, and it became clear that standard assessment instruments were not sensitive enough to gauge students' growth (see Appendix A). It appeared that the growth process for these students involved very small steps forward rather than large strides that could be measured by these assessment instruments. Indeed, a review of ISM student profiles showed a trend of moderate math growth that could not have been detected from the mere analysis of CRMT scores.

Clearly, there was a need for an evaluation design that would do more justice to the program and its accomplishments. Toward this goal, a qualitative design was adopted to describe a) the nature and extent of the instruction provided to students enrolled in the program and b) students' feelings about themselves and school.

In keeping with the first objective, classrooms where METs instruction was taking place were observed in all five METs centers. Emphasis was placed on documenting the approaches to instruction in English, reading, math, and social studies developed by METs teachers and the materials teachers use. In keeping with the second objective, an attitudinal questionnaire asked students in Year 2 about their personal and school experiences. The questionnaire featured 39 cartoonlike schematic faces to represent students' feelings toward teacher support, friendship patterns, and the helpful aspects of the METs program. Additional data came from a teacher checklist form and a parent survey concerning attendance patterns, discipline problems, parental involvement in school activities, and other background information.

The stories told by some of the students observed have been included in this study. In each case, the student's name has been changed.

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4. R. Kirshstein and S. Gross, A Preliminary Evaluation of the Mobile Education Teams Program, Department of Educational Accountability, Montgomery County (Md.) Public Schools, January 1986.

5. The MEC test of MCPS provides an overall profile of a student's listening, speaking, reading, and writing skills in English.

RESULTS OF OBSERVATIONS

OBSERVATIONS ON APPROACHES TO CLASSROOM INSTRUCTION

"A real challenge!" Such was the predominant perception of METs teachers toward teaching METs students. "Apart from the problem of teaching to a variety of skills levels within the same class," explained one teacher, "there is also the problem of lack of meaningful learning materials. What is available is limited in quantity and inadequate in content. I am fortunate that I have a background in special education so that I can bring some materials from that curriculum. I have also incorporated a lot of early elementary school activities, especially in reading, and borrowed books from the school's math and reading departments."

"There is another dimension to this challenge," added another teacher. "Although most students start making progress within a few weeks after entering the program, some of them exhibit educational problems that can only be overcome through a special education approach. Antonio is a good example. Although he tries very hard, he can't perform beyond the most basic skills in math and reading. He usually sits at the rear of the classroom, often staring at the floor. Sometimes he isolates himself from the other kids since he cannot keep up with them. I make every effort to get him materials to work with, but he should really be receiving special education services. On the other hand, I realize that until he learns some English, it will be very difficult to provide him those services."

The magnitude of this challenge has in turn prompted teachers to devise a variety of strategies to instruct METs students. A common solution to the problem of teaching elementary school skills to able but uneducated adolescents involves the grouping by ability levels. Placement in a group is based entirely on the teacher's evaluation of a student's skills. Each group receives the appropriate assignment, and then both the teacher and the aide circulate among the groups providing assistance.

One math classroom observed was typical of this approach. Since this was a math class, the grouping was by math skills. There were 17 students in groups of no more than four students per group. The most advanced group was learning how to multiply and divide whole numbers. Following a brief explanation of the tasks that each group was to do during the class period, the teacher sat with the advanced group and began tutoring them. Meanwhile, her Spanish-speaking aide concentrated on a Hispanic student who was having a hard time understanding how to solve word problems involving simple money transactions. She used both languages freely and interchangeably to explain how to solve this kind of math problem. After various unsuccessful attempts, she produced a one-dollar bill and several coins. "Look, Jorge," she said, "if you had one dollar and spend 33 cents buying candy, how many quarters, dimes, nickels and pennies would you get back?" Jorge then proceeded to work with the money, and this time he quickly grasped the math concept in question. The aide gave Jorge some additional problems to solve and then moved on to help another group.

Jorge's case points to another aspect of the instructional challenge confronting METs teachers. Not only do they have to teach METs students math, reading, and a new culture, but, in some instances, they must also instruct them in such basics as telling time and recognizing numbers. "Everything is new to them," explained one aide. "Some had never seen black people before. Some are very quiet and do not participate unless prompted by the teacher. New students are usually quiet for quite some time. Some appear very frightened of authority, such as the police and government officials. In fact, for your visit, we warned them that you were in no way associated with the immigration service."

Some students, however, appear to cope with the cultural shock relatively well. "I can't read those clocks with hands moving around," said one student, "but I can tell time from watches that show time with just numbers." Others learn enough to move to a few classes conducted entirely in English in the regular program of studies. "The teacher of regular basic math accepts my students on a probationary basis," said one teacher. "In order to be placed in that class, my students must demonstrate mastery of whole number operations. Once in the regular math class, if their performance drops below a grade C, then the teacher sends them back to me for additional tutoring. So far this arrangement has worked very well, with only a few students returning to METs math classes." Similar arrangements were used in the other centers. Some students, however, fear and, sometimes, refuse moving on to a regular class. "They realize they will not have the kind of protective environment we provide for them," said another teacher. "In this sense, we might be creating another problem for these kids. In a way, we baby them so much that we end up insulating them from real classroom situations, and I don't know whether that is good for them."

All teachers agreed, though, that students who have been "mainstreamed" under the above arrangement quickly adapt to their new classrooms. Most maintain contact with their METs teacher and aide. Some drop by to seek help with their assignment; others, just to keep in touch. In the course of these observations, for example, a student from Afghanistan who had been recently mainstreamed in math came back to show his teacher the results of two tests he had taken in his new class: 2 A's. He looked extremely happy with his achievement.

When relating this incident to other teachers, their perception was that, like the Afghani student, some students would certainly emerge from the program with enough skills to succeed academically. Others would have a very difficult time joining the mainstream, while a smaller number would never succeed in the regular program.

Mostly as a result of this instructional challenge, much of the METs instructional curriculum has been left to the discretion of the teachers. In reading, they tend to stress the development of vocabulary, comprehension skills, and barebones grammar. In math, they emphasize the mastery of whole number operations, such as addition, subtraction, multiplication, and division. In English, they stress vocabulary and basic conversation that is useful to students to express their feelings, experiences, and observations. In terms of evaluating a student's progress, they use formal testing, teacher judgment, and subjective rating scales.

As importantly, there is considerable sensitivity to the students' needs and a willingness to make special efforts to help them. One teacher, for example, brings food regularly to class to make students feel at ease. Others are planning to learn at least one of the major languages spoken by their students in order to be more helpful to them.

OBSERVATIONS ON THE APPROACHES TO INSTRUCTION OF SUBJECT AREAS

Reading

All teachers indicated that this phase in the education of METs students poses challenges of its own. The following comments summarize some of these concerns:

> My concern is whether I should introduce reading instruction in the students' native language or in English, especially with kids who cannot speak English. With Hispanic students, my Spanish-speaking aide ends up teaching them to read in Spanish and hopes that the student will successfully transfer the reading skill from Spanish to English.
>
> Reading is the subject that really has me scrambling for materials.
>
> I am teaching reading to three kinds of learners: the preliterate, the literate, and the functionally illiterate. My problem is to find materials that will consider the developmental stage of each of these kinds of learners as well as their linguistic and cultural experience.

In spite of these difficulties, teachers have devised various language development opportunities to motivate reading. Some are manipulative in nature, such as word puzzles, scrambled words, and picture arrangement cards. Some encourage concentration and active participation with visual and auditory stimuli, while others involve a short paragraph of material to read, followed by multiple-choice questions (see Appendix B).

In most instances, the aide works with illiterate students and with those who have minimal reading skills. Reading techniques with these students usually include traditional letter and word recognition drills that are typical of the very elementary level. When reading simple stories, the analysis is with respect to vocabulary and spelling.

English

The audio-lingual method, including the techniques, materials, and procedures associated with this method, is the preferred choice of teachers. In terms of speaking and listening, some of these techniques involve the retelling of stories, oral descriptions of cartoonlike pictures, and oral presentation of homework assignment. In all of these exercises, correct pronunciation of English sounds is stressed and reinforced with a good deal of teacher praise or correction. In terms of grammar, the tendency is to teach number, gender, and noun-adjective and noun-verb agreement rules.

Vocabulary and grammatical structures are carefully controlled and sequenced and are usually geared to help students express themselves. Language skills are also sequenced, that is, listening, speaking, reading, and writing.

Math

As opposed to reading, math is the area that teachers identified as least affected by the students' lack of early formal training. They all agreed that once the students learn a math procedure, they can work on their own and pace themselves. But teachers also acknowledged that math instruction does present some interesting problems. One major problem was identified by a teacher in the following manner:

> How do you explain the concepts involved in basic operations, particularly multiplication and division, to students who do not speak English?

To resolve this problem, and for each math level in the classroom, teachers provide directions and illustrate with examples at the beginning of the class period. Students then proceed to work out exercises from handouts (see Appendix C) and/or workbooks. Help from the teacher or aide takes different forms. Sometimes the teacher or the aide may pull one or more students from the group for more intensive tutoring. Other times, they may just circulate among the groups and randomly show math flash cards. Students are then prompted to solve the problem orally. Even when a student gives the correct answer in his own language rather than English, it is still treated as a correct response.

Math instruction is also enhanced by math games on an Apple computer. Every METs classroom has one for the students to use. One teacher was especially pleased with having the capability of using a computer:

> Every student in my class enjoys working with the computer. What I really like about it though is that, when I put two students to work at the computer, they tend to cooperate with one another and to increase their exchange of words and ideas in English. So, I make an effort to have them play those math games that reinforce cooperative play.

In every classroom observed, only a few students had moved up from whole number operations to fractions and decimals. Even fewer had advanced to calculation of area and volume, and word problems.

Use of the MCPS computerized assessments for the Instructional System in Mathematics (ISM) varies from teacher to teacher. Some adhere to it on a regular basis, some refer to it as little as possible, and some prefer to administer paper and pencil assessments. Most, however, feel that the level of reading of ISM tasks during computerized assessment of skill mastery either interferes with math measurement or requires too much individual assistance.

Social Studies

Activities in the social studies classes offered at the three "maxi-METs" centers are varied. Learning about the world through maps is a popular one. Use of cartoons and short reading passages stressing America's multi-cultural heritage is another. Taking field trips to the Washington area museums represents a third one. Questions are presented in the form of short sentences: What country is north of Peru?, What is Chile like? (answer from one student: "long and skinny"), What is Brazil like? ("large and fat"), and Which is bigger, Venezuela or Colombia?

Teachers involved in social studies instruction take every opportunity they can to reinforce other aspects of learning. One teacher organized a visit to the school library so that students could get acquainted with it and, in the process, choose a U.S. President of their choice to read about. When reading maps, students are encouraged to spell out and then write the names of countries on the map.

There is also a lot of emphasis on oral discussion of the topic being studied. In one class, for example, a group of more "advanced" students would take turns to read short passages about the U.S. Constitution from a series called The Mini-Page. The teacher would then have students discuss some of the main ideas contained in the passages by asking them specific questions. At one point the teacher asked a feisty student whether he knew anything about the Preamble to the U.S. Constitution. "Oh, yeah," said the student, "We the People!" This same group of students was very excited about the opportunity given by the school principal to read over the P.A. system some of the passages they had been reading in class. Appendix D contains some samples of social studies materials used by METs teachers.

RESULTS OF THE STUDENTS' ATTITUDINAL SURVEY

As part of this study, a questionnaire requested information from METs students enrolled in 1985-86 (Year 2) concerning their perceptions of school and teacher support, friendship patterns, and the helpful aspects of the METs program. Table 3 summarizes the results of both this questionnaire and the one administered to students enrolled in 1984-85 (Year 1).

The data show that there is a high level of student satisfaction with teacher and school support. For example, students in Year 2 who completed the survey (N=68, including 19 students from Year 1) are more positive about school and themselves than students who completed it in Year 1 (N=68). As shown in Table 3, students in Year 2 consistently judged their schooling and teachers more satisfactorily than students in Year 1. One explanation is that the 1985-86 respondents appeared to perceive their possibilities for learning and improvement as more realistic than those in 1984-85. For example, students in Year 2 perceived themselves as being more capable of making friends, being more confident when the teacher asks them a question, and doing a good job when giving a report in front of the class. Also of significance is their aspiration to get good grades in school (100 percent of these students) and their perception of being less likely to get into a lot of fights.

This finding indicates that students perceive that the METs program is effectively providing students with the environment and supports conducive to educational growth. Over 90 percent of the students in both samples agreed that their teachers want to help them both with their needs and with their learning process.

TABLE 3

Attitudes of METs Students

Item	% Responding "Yes"	
	1984-85 (N=68)	1985-86 (N=68)
My teachers want to help me.	91	99
My teachers help me to learn.	91	95
The work I do in most classes is important for life in the U.S.	91	93
I want to get good grades in school.	93	100
Doing my homework helps me get better grades.	91	89
I like math.	91	89
I feel that it's easy to get friends to do what I want them to do.	41	49
I get good grades in my classes.	66	78
If I give a report in front of the class, I can do a good job.	66	74
I am good at sports.	64	75
I am a leader in games and sports.	34	37
I am a good reader in English.	52	40
I am good in math.	66	74
I never do anything I like in class.	49	30
It is difficult for me to make friends.	49	34
I am scared when the teacher asks me a question.	45	34
I get into a lot of fights.	37	10
In games and sports, I watch instead of play.	55	37

RESULTS OF THE METs TEACHERS' CHECKLIST FORM

Given the magnitude of the educational and personal problems affecting METs students, this study attempted to ascertain whether these problems contributed in turn to attendance and behavioral problems. For this purpose, all five METs teachers completed a checklist form about students' attendance and suspension patterns and special services provided to students enrolled in the program in Year 2. The form also collected information on the extent to which communication exists between METs teachers and parents and guardians. Sixty-four forms were completed and returned by the teachers for analysis.

Results of this analysis show that the educational and personal problems of METs students appear to have minimal effect on school attendance and discipline. Most METs students attend school on a regular basis and behave satisfactorily in school. Only a few students exhibit attendance problems, and only a few lack the skills and the habits necessary for meeting the expectations of conduct in school. The data also show that METs students receive a variety of services beyond those provided by the program and that METs teachers have frequent contact with parents and guardians, mainly through conferences.

Specifically:

- A review of the data on student attendance revealed that, on the average, METs students were absent from school about 10 out of 185 school days in 1985-86. However, the actual number of days absent for METs students ranged from 0 to 56 days, with 15 percent of these students missing 25 or more school days.

- The data on student classroom behavior indicated that 19 percent of the students (or 12 students) had a pattern of suspensions, which is much higher than the percentage of students, regardless of their race, who were suspended during the 1985-86 school year for all junior/intermediate/middle schools (5.9 percent). Teachers, however, did not report whether this pattern of suspensions occurred while students were in the program or before they entered the program.

- Ninety-two percent, or 11 of the 12 students with a pattern of suspensions, had been suspended at least twice; the remaining student had been suspended 5 times. The average number of days of suspension for 8 of the 12 students was 2.3 days. No information was available for the other 4 students. Main reasons for suspensions were fighting, insubordination, and not obeying class rules.

- The information about special services provided to METs students revealed that, in addition to specialized instruction and counseling services, METs students receive auditory, visual, and speech services.

- The data on METs teachers' contacts with parents/guardians indicated that teachers held frequent conferences with

parents/guardians, mainly to discuss the academic progress of these students. A few conferences dealt with problems of bad behavior, adjustment to school, family problems, isolation from class, skipping, bad attitude, and grade placement.

RESULTS OF THE PARENTS' QUESTIONNAIRE

As indicated in the preamble of this study, one major aspect of the METs program is the involvement of parents in their children's formal education. This part of the study provides a subjective insight into the parents'/guardians' perceptions of their children's experiences in school. Fifty-five parents/guardians of students in Year 2 completed a questionnaire about the helpfulness of the program in facilitating students' learning and adjustment to school, the types of contacts the school maintains with parents, and parental involvement in school-sponsored activities.

In general, a majority of METs students' parents exhibit positive perceptions of their children's experiences in school. About three-fourths of the parents rated the instruction provided to their children as very good. About the same proportion indicated that they had observed a lot of improvement in the academic achievement and work habits of their children, as well as in their ability to make friends.

Perceptions of parents related to their children's attitudes toward school are also very positive. Seventy-four percent of parents/guardians reported that their children felt very good about being in the METs program, while 87 percent reported that their children were very happy in school.

In regard to the extent and types of communications with the home, parents reported receiving a variety of materials and contacts. Foremost among these were report cards (69 percent), notes from the teacher (44 percent), telephone calls when child was absent or having behavior problems (34 percent), letters in their language explaining the METs program (29 percent), telephone calls when child was working fine (18 percent), and interim reports (16 percent). Only 8 percent of the parents indicated having received no school communication. Parents also reported direct contacts with the school, mostly through conferences. Most conferences were with the METs parent specialist or the METs teacher, followed by conferences with the ESOL teacher, the METs counselor, the principal, or the nurse. The main topics of these conferences were the METs program, behavior problems, homework, work habits, changes in the educational program, and attendance.

Finally, it appears that participation in school activities designed for parents is high. Eighty percent of the respondents received information by mail or telephone about parent activities and meetings at school. Sixty-five percent of these parents or someone from their families attended these activities. Conflicts with work schedules and sickness were the main reasons reported by parents for not attending school activities.

CONCLUSIONS

The results of this study indicate that the METs program is successful in several areas. For example, the program is effectively working with a student population which regular teachers in regular schools cannot handle. At the same time, the program is providing METs students with:

- positive initial school experiences, which is in turn reflected in the high degree of student and parental satisfaction with the program;
- sensitivity towards their needs and a willingness to make special efforts to help them;
- acculturation with the American educational system and culture;
- functional math and reading skills as well as survival English skills; and
- services above and beyond those normally available to LEP students.

However, the study also suggests several areas that require special attention. One of these relates to the stated goal of the program, i.e., to help students to keep up in reading and math while learning English. Such a goal is too ambitious in light of the unique characteristics of METs students, and needs to be matched with what is actually taking place in the classroom, i.e., introducing students to reading and math in addition to English. This would not only reconcile the goal of the program with the demands of the classroom, but it would also recognize that significant academic achievement among METs students will take several years to develop or to show up.

Three other areas that require further attention are the need to:

- find better measures to assess student progress in the areas of both reading and mathematics so that the progress being made can be documented objectively;
- plan now for a multiyear effort since students who are above the junior/intermediate/middle school level are unlikely to join the mainstream for several years; and
- plan now for a high school component of the METs program since the chances of METs students succeeding in that environment without additional support are very slim.

APPENDIX A
THE ORIGINAL STUDY

THE ORIGINAL STUDY

Originally, this study was guided by a standard evaluation design. A major objective of that design was the assessment of the further progress of 19 students enrolled in 1984-85 who remained in the program an additional year. To fulfill this objective, the study evaluated the performance of these students on two instruments, the Minimum English Competency (MEC) test and a criterion-referenced math test (CRMT). Comparisons were made of their MEC and CRMT performance from Year 1 to 2.

As indicated above, the MEC provides an overall profile of a student's listening, speaking, reading, and writing skills in English. The CRMT on the other hand is part of a series of tests designed to measure objectives in the MCPS Instructional System in Mathematics, a K-8 criterion-referenced curriculum. Scores on these tests, when converted to estimated percentage correct, can be interpreted as the percentage of the math curriculum for a given K-8 grade that the student would master. For this study, scores on a third-grade form containing 50 items were used to assess performance in whole numbers, fractions, geometry and measurement, problem solving, and other topics.

Results from this study design were greatly discouraging. As shown in Tables A-1 through A-3, the analysis of MEC and CRMT performance in light of an additional year's data showed that English scores continued to be concentrated around the lowest MEC levels. Math achievement on the other hand remained equivalent to about 50 percent of the MCPS third grade math curriculum.

Although these results tended to suggest that the METs program was ineffective, there were a number of factors that helped explain them. One important reason had to do with the small sample of students (N=19) whose performance could be traced in both years of this study. And then, since only students with complete MEC or CRMT data could be included in the analyses, the sample became even smaller.

Other factors were as restricting. Attempting to assess the effect of the program on students' progress proved to be extremely difficult not only because of the admittedly limited data but also because it was too soon to expect gains even in a fully developed program for students as educationally deficient as those served by the METs program. Furthermore, the program itself made this attempt even more difficult by its use of unsuitable instruments to measure progress. This was especially true of the MEC test. In both years, a form of the MEC test designed for students in Grades 9-12 had been used to assess English proficiency and to monitor progress. Obviously, such a form could not be sensitive to the growth experienced by students that, on the average, had completed less than four years of previous education.

On the basis of these results, it was then decided that a qualitative type of study design would do more justice to the METs program than would the traditional design.

TABLE A-1

Earliest 1984-85 and Latest 1985-86 MEC Scores

MEC Score	1984-85 N	1984-85 %	1985-86 N	1985-86 %
0 - 40 (Level 1)	14	100	10	71
41 - 55 (Level 2)	0	0	4	29
56 - 64 (Level 3)	0	0	0	0
65 - 74 (Level 4)	0	0	0	0
75 - 84 (Level 5)	0	0	0	0
85 - 100 (Level 6)	0	0	0	0
	--	---	--	---
	14	100	14	100
Mean Score	9		27	

TABLE A-2

Spring 1985 and Spring 1986 CRMT Mean Scores

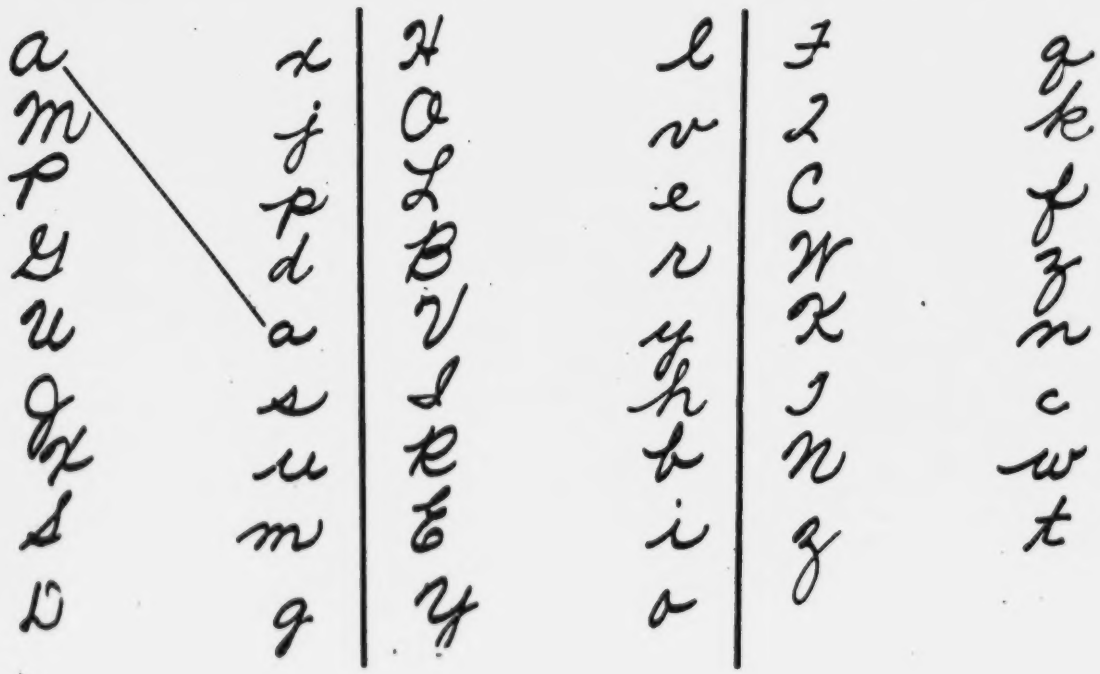
	Spring 1985	Spring 1986
Mean Score	29	29
Est. Percentage Correct of the 3rd Grade Math Curriculum	58	58

APPENDIX B
SAMPLES OF READING INSTRUCTIONAL MATERIALS

Test.
Cursive Writing

signature

DIRECTIONS: MATCH THE CAPITAL LETTER WITH THE SMALL LETTER.



DIRECTIONS: WRITE THE ALPHABET.

Aa

Zz

Name:

Date:

Subject:

Use cursive test cursive handwriting.

1. "I"
2. "Maryland"
3. "
4. "Virginia"
5. "
6. "West Virginia"
7. "
8. "North Carolina"
9. "
10. "South Carolina"
11. "
12. "Georgia"
13. "
14. "Tennessee"
15. "
16. "Kentucky"
17. "
18. "Alabama"
19. "
20. "Florida"

LESSON 1 • COMMUNICATION: PAST AND PRESENT

Many years ago, people learned things when they talked to other people. When people visited their friends, they talked about ideas and events. Sometimes they wrote letters to their friends and families in other cities. Mail carriers took the letters to their friends and families. In the past, people communicated when they talked and when they wrote letters.

Today, we communicate in many different ways. We still talk to people about different ideas when we see them. Sometimes we talk to people on the telephone. We still send letters in the mail. When we want to send a message to our friends quickly, we send a telegram. A telegram is a very fast letter. Today, we learn new ideas when we watch television, and when we read newspapers and magazines. We learn new ideas when we go to the movies, and when we listen to tapes, records, and the radio. There are many different ways to learn new ideas today. Communication today is different from communication in the past.

Unit V Lesson 1

Many years _____ , people learned things when they _____ to other people. When people visited their friends, they talked about ideas and _____. Sometimes they _____ letters to their friends and families in other cities. Mail carriers took the _____ to their friends and families. In the _____, people communicated when they _____ and when they _____ letters.

Match:

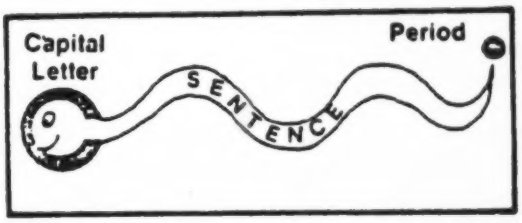
1. _____ past	a. a thing one thinks
2. _____ year	b. talk or write to someone
3. _____ event	c. years ago
4. _____ idea	d. a thing that happens
5. _____ communicate	e. 1984

Today, we _____ in many different ways. We still talk to people about different _____ when we see them. Sometimes we talk to people on the _____. We still _____ letters in the mail. When we want to send a _____ to our friends quickly, we send a telegram. A _____ is a very fast letter. Today, we learn new ideas when we _____ television, and when we read newspapers and _____ . We learn new ideas when we go to the _____, and when we _____ to tapes, _____ and the _____. There are many different ways to learn new ideas _____. Communication today is different from _____ in

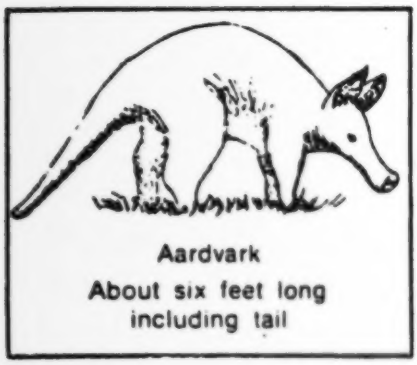
R-5

HEADS AND TAILS

At the tail end of every sentence below, there should be a period. When you put a period at the tail of one sentence, be sure to start the head of the next sentence with a capital letter.



Directions: Copy the sentences correctly, putting in the missing periods and capital letters.



Aardvark
About six feet long including tail

The Aardvark

1. The aardvark is one of Africa's strangest animals it is a big animal that lives in the ground and eats termites it was named by the Dutch people in Africa, and its name means *earth pig* its back is arched, and its thick body is thinly covered with stiff hair it sleeps in a deep burrow during the day and feeds at night

2. the aardvark has sharp claws, powerful front legs, and a long tongue it uses its claws to break holes in the termite nests then it puts a thin eighteen-inch tongue into the hole to get the insects

3. few animals can dig as fast as the aardvark in order to get away from its enemies, the aardvark will dig a deep hole in a big hurry when it is attacked, it rolls on its back and uses its sharp claws to fight

Lover Boy

"I hope I didn't scare Willie too much," Steve thought as he changed into his uniform. "Maybe I shouldn't have told him what the gang did to me after I refused to join. I wonder if he'll join. He's a small guy, and he's skinny. He admitted that he's not so hot at sports. And he's the kind of guy everybody picks on. Belonging to a gang is one way he can make himself feel important. Well, I hope he remembers the advice I gave him. He can't say I didn't warn him."

Suddenly he felt the sting of a cold, wet towel being snapped across his back. He'd been so busy thinking about Willie that he hadn't seen Biff Townsend sneaking up behind him. He turned around quickly, and when he saw Biff he made a lunge for him. But Biff ducked and ran toward the gym. "Wake up, lover boy," he yelled to Steve. "We've got practice."

Steve grinned. Biff liked to kid him because he dated his sister, Diane. Diane was younger than either Steve or Biff. Until a few weeks ago, Steve hadn't paid much attention to her. Then one night when she got dressed up to go to the movies, Steve had realized for the first time how pretty she was. He'd asked her for a Saturday night date, and she'd accepted. They'd dated every Saturday night since then.

"Where can I take Diane this Saturday night?" Steve wondered as he followed Biff into the gym. "Oh well, I'll think of something. Right now I've got to think about practice."

ANSWER THESE QUESTIONS

1. What did Steve hope that he hadn't done to Willie? _____

2. What had Willie admitted to Steve? _____

3. What did Steve hope that Willie would remember? _____

4. What did Steve do when he saw Biff Townsend? _____

5. What did Biff do when Steve made a lunge for him? _____

6. Was Diane older or younger than Steve and Biff? _____

7. When had Steve first realized that Diane was pretty? _____

8. What did Steve wonder about as he followed Biff into the gym? _____

LESSON 1 • COMMUNICATION: PAST AND PRESENT

Vocabulary

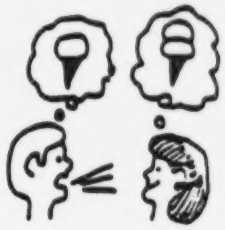
communicate	telegram	mail
talk	record	message
watch	telephone	way
read	newspaper	ideas
listen to	event	tape
write	magazine	past
take	radio	present
send	television	old
letter	movie	new

Pre-Reading Activities Communication: Past and Present

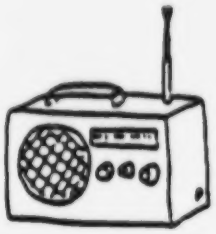
A. Match each word in column A with a word in column B to form a compound word. Write the new compound word on the line.

A	B	
1. news	a. lands	_____
2. grass	b. walk	_____
3. some	c. paper	_____
4. side	d. times	_____

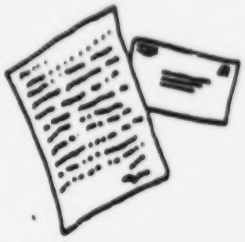
B. Label each picture with a word from the vocabulary list on page 83.



1. _____



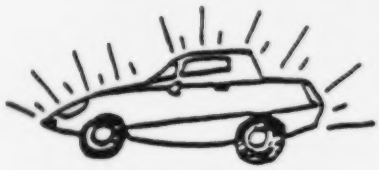
2. _____



3. _____

4. _____

5. _____



6. _____

7. _____

8. _____

C. Look at these vocabulary words. The vowels are missing. Write in the missing letters.

1. t e l e v i s i o n
2. p r e s e n t
3. n e w s p a p e r
4. t e l e p h o n e
5. l i s t e n t o
6. r e a d
7. s t a m p
8. m o v i e
9. t a l k
10. t e l e g r a m

D. Write each word the correct group.

stereo	telephone	newspapers
tapes	letters	magazines
books	movies	television

Watch	Listen	Talk
_____	_____	_____
_____	_____	_____
	_____	

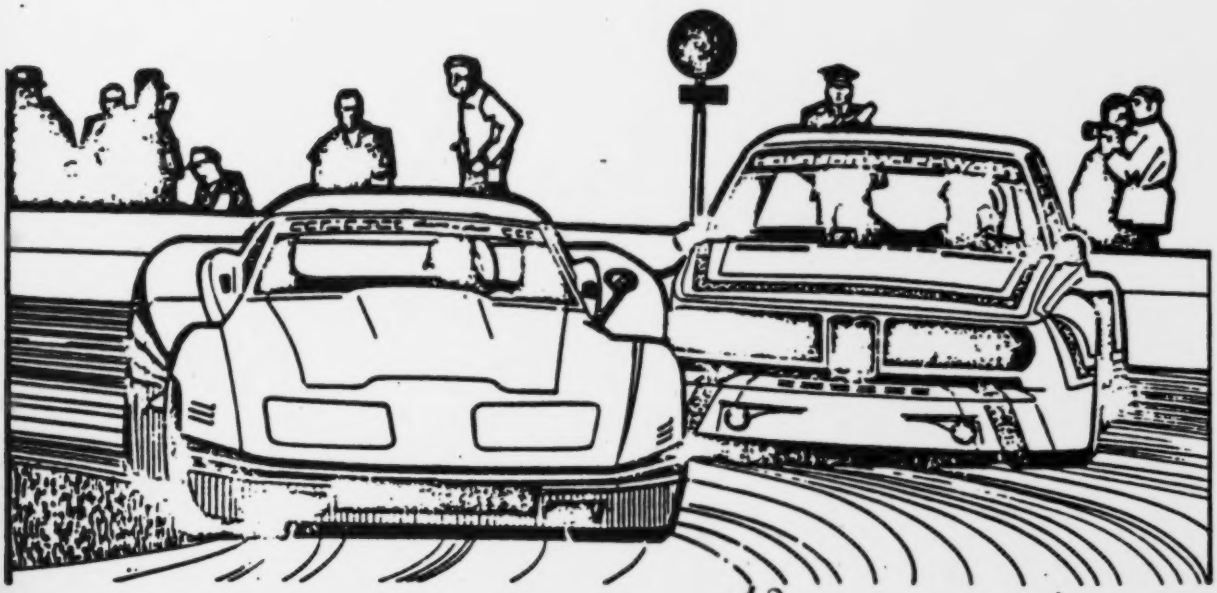
Read	Write
_____	_____
_____	
_____	
_____	

APPENDIX C
SAMPLES OF MATH INSTRUCTIONAL MATERIALS

Name _____

Please add.

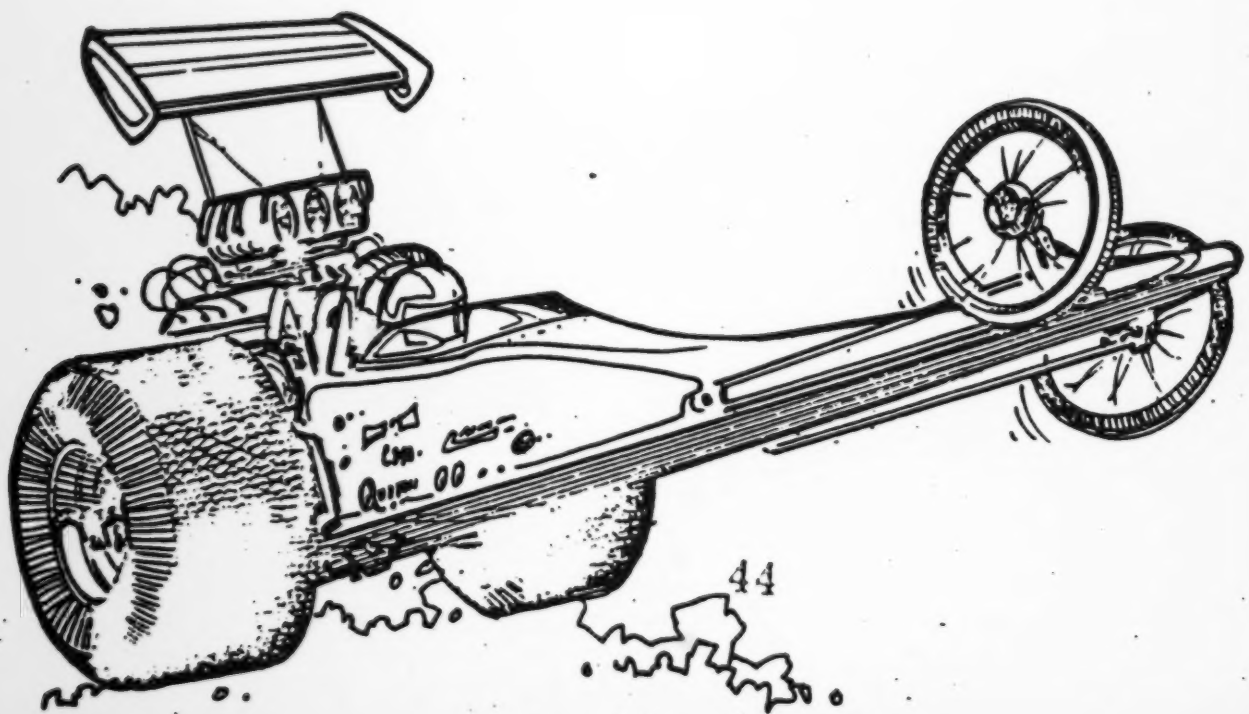
1.	4,201 1,806	2.	9,642 1,264	3.	1,239 1,268	4.	3,080 1,925
5.	15,553 1,893	6.	5,822 1,895	7.	9,073 2,392	8.	8,765 5,145
9.	15,860 31,479	10.	46,973 50,241	11.	13,750 6,498	12.	46,817 25,095



Name _____

Please subtract

1.	147 36	2.	6,281 5,170	3.	55,808 41,706	4.	72,452 51,350
5.	6,837,471 5,725,360	6.	276 251	7.	794,640 663,410	8.	3,617 2,102
9.	190,016 180,000	10.	375 274	11.	8,102 7,002	12.	42,249 31,028



Name_____

16.
887
89
44,859
8,365
61
826
4

17.
339,468,852
451,242,423
421,947,054

18. 35 + 14 + 6 =

19. 12 + 498 + 9,088 =

20. 97,048 + 4,135 + 33 + 7 =

21. 8,399 + 114 + 2,746 + 93 + 16 + 941 + 424 + 95 + 1,369 =

22. Find the sum of 909; 403; 71 and 157.

Answers

16._____

17._____

18._____

19._____

20._____

21._____

22._____

APPENDIX D
SAMPLES OF SOCIAL STUDIES INSTRUCTIONAL MATERIALS

The President of the United States

Vocabulary:

1. The executive of the company wrote a letter to all of the workers telling them to be on time to work.
2. The Indian Chief led the braves to war.
3. Dr. Humbles has the highest job at Julius West.
4. Mrs. Robert's duties are to clean the rooms, make the beds, and wash the clothes.
5. To preserve the peaches you must keep them in an airtight jar or freeze them in a plastic bag.
6. In football it is the job of the linesmen to defend the quarterback.
7. Mrs. Jones promised Paul a dollar for every A he got on his report-card.
8. Jane set aside the book she was reading to do her math homework.
9. The armed forces fought bravely in the war.

Below are some guide words. Put each vocabulary word on the right page.

1. defacement/define _____ 2. chevoit/chiffon _____

3. hidden/hijack _____ 4. arm/aroma _____

5. during/dwarf _____ 6. project/promoter _____

7. servant/seven _____ 8. present/pressure _____

9. excuse/exercise _____

What letter(s) comes between?

1. v _____ x (u or x) 2. s _____ e (f or d)

3. l _____ o (n or t) 4. e _____ l (g or d)

5. k _____ n (l or o) 6. r _____ v (q or t)

7. em _____ ep (er or en) 8. de _____ do (da or du)

9. pr _____ pu (pr or po) 10. me _____ mo (mu or mi)

11. pre _____ pri (pre or pro) 12. tre _____ tri (tre or tru)

13. reto_____retu (retou or retur) 14. sit _____ sket (size or sis)

Read pages 17 and 18.

Answer:

1. Who is the head of the Executive Branch? _____

2. What is the highest office in the country? _____

3. What does the President promise? _____

Test Your Map Skills

Label the above map of South America. Write the name of each country listed below.

Argentina	Brazil	Uruguay	Colombia	Ecuador
Chile	Bolivia	Peru	Paraguay	Venezuela

Write the names of the following countries under the correct heading given below: *Switzerland, Algeria, Portugal, Iran, Jordan, Mozambique, Austria, Chad, Lebanon.*

Europe	Africa	The Middle East
_____	_____	_____
_____	_____	_____
_____	_____	_____

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SOUTH AMERICA

1. Most of South America is in what two hemispheres? _____

_____

2. What oceans border South America? _____

_____

3. What is the largest river system in South America? _____

_____

4. What countries have coastlines on the Pacific Ocean? _____

_____

5. What are the capitals of the following countries?

Argentina _____	Bolivia _____
Brazil _____	Chile _____
Colombia _____	Ecuador _____
French Guiana _____	Guyana _____
Paraguay _____	Peru _____
Surinam _____	Uruguay _____
Venezuela _____	

6. What is the largest country in South America? _____

7. What are the two landlocked countries in South America? _____

_____

8. What continent is south of South America? _____ 50

9. What is the distance across South America from north to south? _____

_____

10. What British possession lies off the southeast coast of South America? _____

STATES

C L B C F E D F T P Y Q D U G G D Z G Z
I X K O N E W H A M P S H I R E J T M Z
K P E N N S Y L V A N I A V R O L B Z O
U B N N T T W X T S X L Q V E R M O N T
X V T E U R B I G S H E X F E G Q Z V X
Z H U C K T Q J I A C V I R G I N I A Z
A O C T H E S C G C O U H H B A A X L T
P J K I N N O R T H C A R O L I N A A T
L H Y C P N U W Y U C R B D N U I P B K
S D Q U T E T T G S I I J E E Z S E A O
Q Q N T Q S H D H E V I G I W W N Y M F
R U V B F S C E B T D F F S Y S J M A K
Y M A I N E A L T T D B X L O U M T X Y
N Y P Q Z E R A P S C L M A R Y L A N D
Y F Z F Q Q O W H F O H G N K M E S M W
H B F J D P L A Z L S G D D P P C S Y D
K W E S T V I R G I N I A F Y V V Z C I
H A M Y A U N E W J E R S E Y B Q I R R
F L O R I D A X M E Y G I J Q Z A W G T

Can you find these words?

SOUTHCAROLINA
WESTVIRGINIA
RHODEISLAND
NEWJERSEY
MARYLAND
FLORIDA
VERMONT
NORTHCAROLINA
PENNSYLVANIA
CONNECTICUT
KENTUCKY
DELAWARE
GEORGIA
MAINE
MASSACHUSETTS
NEWHAMPSHIRE
TENNESSEE
VIRGINIA
ALABAMA
NEWYORK

The President -- Quiz

Shade A if the statement is true.
Shade B if the statement is false.

__ 1. The President is the head of the Legislative branch.

__ 2. Chief Executive is another name for the President.

__ 3. Ronald Reagan is the President of the United States.

__ 4. The most important duty of the President is to preserve, protect and defend the Constitution.

__ 5. The President can make laws.

__ 6. The President must be at least twenty-five years old.

__ 7. The President can be a naturalized citizen.

__ 8. The President may declare war without asking Congress.

__ 9. The President is elected for four years.

__ 10. The President may be elected three times.

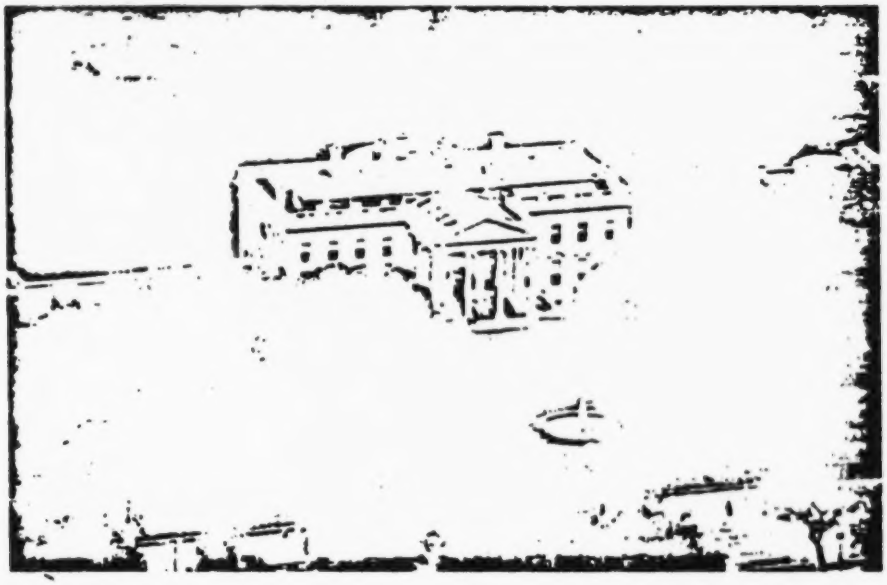
__ 12. The President must veto or sign all laws passed by Congress.

__ 13. The President applies the laws to decide who is wrong.

__ 14. The White House is the home of the President for his term of office.

__ 15. The President consents to the appointments of the Senate.

The President of the United States



The President is the head of the executive branch. This is why he is called the Chief Executive. His office is the highest office in the country. His powers and duties are very great. The most important duty of the President is to "preserve, protect, and defend the Constitution of the United States." These words are part of the promise he makes the day he becomes President. With these words, the President promises to carry out the laws of the country.

The Constitution says what the President's powers and duties are. The President

- sees that the laws of the country are carried out
- asks Congress to pass laws he thinks are needed
- makes sure that the federal government is well run
- asks Congress to set aside the money needed to run the government

The Other Members of the Executive Branch

The Vice President of the United States is the second highest official in the executive branch. He helps the President with his job. If the President dies, the Vice President becomes the new President. The Vice President is also the head of the Senate. The Vice President is elected, together with the President, every four years.

► In November 1963, President John F. Kennedy was killed. The man who was Vice President became the new President. He stayed in office until 1969. Here is his picture. What was his name? Write the name of this President in the blank below.

_____

The President's job is the biggest and hardest job in the country. To carry it out, the President needs the help of many government officials. Some of the officials who help the President run the government make up the Cabinet. The Cabinet's members are appointed by the President with the consent of the Senate. The Cabinet helps the President with all the important problems he must face.

Especially for young readers

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By BETTY DEBNAM

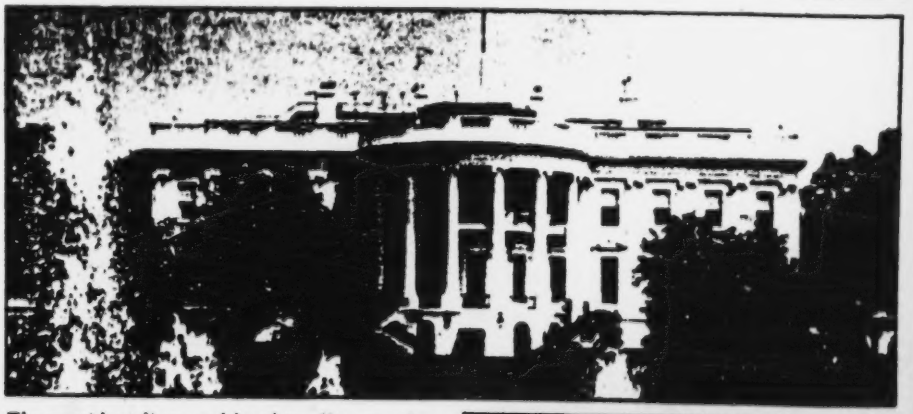
Article II of the Constitution

The Executive Branch

Article II of the Constitution sets up the executive branch, or part, of our government.

This branch, headed by the president, executes or carries out the laws passed by Congress.

Section I of Article II says that the executive power shall be vested (put) in a president of the United States of America. He shall hold his office during the term of four years, together with the vice president, who is chosen for the same term.



The president lives and has his offices in the White House in Washington, D.C.

Our first president, George Washington, was sworn into office on April 30, 1789.

Thousands cheered as he took the oath on the balcony of Federal Hall in New York City.

He was supposed to take office in March, but Congress was not ready.

One of the things that held up Congress was deciding how he should be addressed.

They decided on "the president of the United States."

The president's oath is in Article II

"I do solemnly swear (or affirm) that I will faithfully execute the office of president of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

One of the rules set by Article II: The president must:
- be at least 35 years old.
- be a native-born citizen.
- have lived in this country for 14 years.

Our 40th president, Ronald Reagan, is sworn in office for his second term on Jan. 20, 1985, by Chief Justice Warren Burger of the Supreme Court as Mrs. Reagan holds a Bible. When Reagan became president, it marked the 39th time that the powerful office has changed hands in a peaceful way.

This is the 11th in a monthly series about the Constitution.

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Attention, Students, Teachers and Parents!

Reprints of The Mini Page series on the Constitution are now available. Set 1 features six reprints — Meeting at Mount Vernon, Our Country's First Laws, Our First Laws Were Weak, Life in Philadelphia in 1787, Signers of the Constitution, The Compromises. Set 2 features an additional 6 reprints — Chief Justice Warren Burger, Adopting the Constitution, The Preamble, Articles 1, 2 and 3.

Each issue is 11 by 17 inches and includes a Teacher's Guide. It's excellent resource material!

Name _____

Address _____

City _____ State _____ Zip _____

Send me _____ **sets #1 (Issues 1-6) and** _____ **sets #2 (Issues 7-12) at $1.25 plus 75 cents postage and handling** *per set.* **Send only checks or money orders payable to Andrews, McMeel & Parker. Allow 4-6 weeks for delivery. Send to Mini Page Constitution Series, c/o** This newspaper, P.O. Box 419150, Kansas City, Mo. 64141. *(Bulk discount information will be provided upon request.)*

James Wilson

James Wilson, 1742-1798

Signer of the Constitution from Pennsylvania

James Wilson has been called the unsung hero of the Constitutional Convention. He was one of the most important and hard-working delegates, and he took part in almost every debate.

Wilson served on the Committee of Detail, which took the ideas or resolutions passed by the convention and turned them into the written Constitution.

Wilson believed in a strong central government. He believed in the wisdom of the people and fought for their right to vote.

Wilson was 23 when he arrived in this country from Scotland. He became a very successful lawyer.

He also was a signer of the Declaration of Independence.

Like several of the signers of the Constitution, he made some bad investments in the West. He lost his fortune.

During the last nine years of his life, Wilson served as a U.S. Supreme Court justice.

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William Paterson

William Paterson (1745-1806)

Signer of the Constitution from New Jersey

William Paterson played an important part in writing the Constitution.

He helped write the New Jersey (or Paterson) plan that protected the rights of small states against the larger ones. His plan gave each state the same number of votes. This idea led to the makeup of our U.S. Senate.

Paterson was born in Ireland. He was very young when his family came to this country. His father became a merchant and tin manufacturer in Princeton, N.J.

Paterson attended what is now Princeton University.

He became a lawyer and became the attorney general of New Jersey.

Paterson did not attend the convention for all four months. It started in late May and he left in July. He returned to sign the Constitution on Sept. 17, 1787.

After the convention, he became a U.S. senator. He later served as governor of New Jersey.

Washington appointed him an associate justice of the U.S. Supreme Court.

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BASSET BROWN THE NEWS HOUND'S

from The Mini Page by Betty Debnam © 1987 Universal Press Syndicate

Article II

TRY 'N FIND

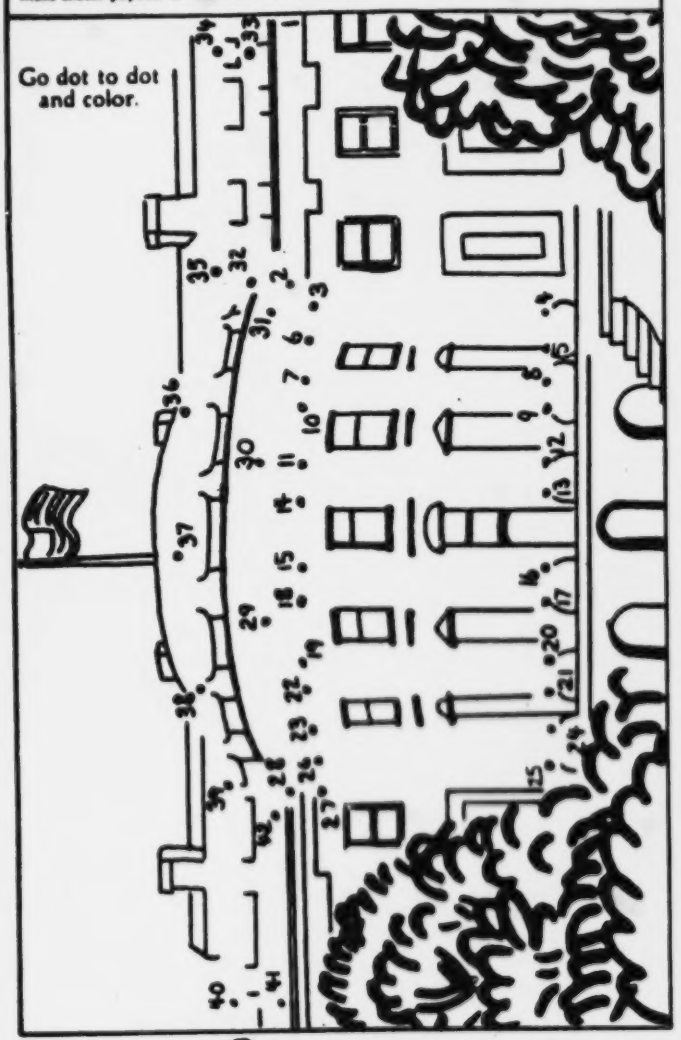
Words about Article II of the Constitution are written in the block below. See if you can find: PRESIDENT, ARTICLE TWO, CONSTITUTION, CABINET, TREATIES, OATH, TERM, OFFICE, WASHINGTON, ELECTION, POWERS, DUTIES, LAWS, WHITE HOUSE, COMMANDER, INAUGURATION.

W X P O W E R S Z D U T I E S
H C O N S T I T U T I O N C M
I O Z W A S H I N G T O N A O
T M A R T I C L E T W O Q B T
E M P R E S I D E N T S L I L
H A T R E A T I E S E S E N A
O N O F F I C E X B R Z C E W
U D E L E C T I O N M P Q T S
S E W I N A U G U R A T I O N
E R S S O A T H S O W E R B T

Information more pertinent to our nation's history has been substituted for some of the features that originally ran in our 450 newspapers.

The Signers of the Constitution Poster is an attractive educational reference. This 22 by 28-inch poster is illustrated with reproductions of the portraits and signatures and brief descriptions of the men behind the making of our Constitution. The preamble is included. To order, send check or money order only for $2.50 plus 75 cents postage and handling to: The Signers Poster, c/o This newspaper, P.O. Box 419150, Kansas City, Mo. 64141. Make checks payable to Andrews, McMeel & Parker.

Go dot to dot and color.



MAZE

Help the Alpha Mouse find the portrait of George Washington.

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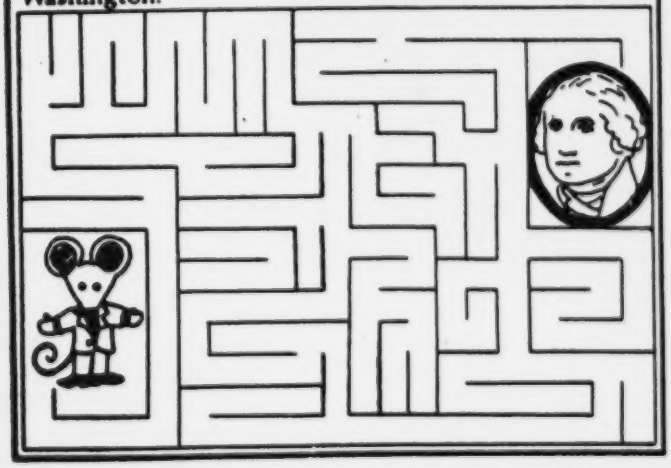

ALPHA MICE FACT-A-ROONIES

W as in White House

Today, the White House has 132 rooms. Of that number, the Reagans are using only seven as bedrooms.

Grover Cleveland is the only president to be married in the White House, in 1886 at the age of 49. He called Frances Folsom, his 21-year-old bride, "Frank." She is the youngest first lady ever. Cleveland liked to do almost everything himself. He sometimes answered the White House phone.

Charles Pinckney

Signer of the Constitution from South Carolina

Charles Pinckney (1757-1824)

Charles Pinckney was from a wealthy Charleston family. His cousin, Charles Cotesworth Pinckney, was also a delegate to the convention.

During the Revolutionary War, Charles Pinckney served as a member of the state militia.

Pinckney, at 29, was one of the youngest delegates to the convention.

At the beginning of the convention, he presented a plan for the new government. No one knows how much his plan really influenced the other delegates and the final Constitution.

Pinckney worked very hard to see that South Carolina ratified the Constitution.

He was a very successful lawyer.

The people of South Carolina elected him governor for four terms. He also served as a senator and as U.S. minister to Spain. His final public service was as a U.S. representative to Congress.

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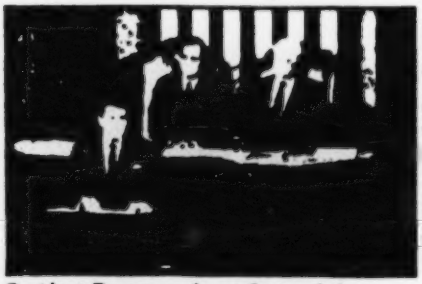
Outline of Article II

1. The office of the president (term, how elected, qualifications, who succeeds him if he can't finish the term, salary, oath of office).
2. Powers of the president
3. Duties of the president.
4. How he can be removed from office.

Duties set down by Article II

The duties of the president



Ira Rothberger photo, the White House

President Reagan makes a State of the Union speech to Congress.

• The president shall make reports to Congress. These reports are known as State of the Union addresses.

• The president shall receive ambassadors from other countries.

• **The president must take care that all the laws are faithfully executed or carried out. This is a most important duty.**

The president does not do all this work by himself. He has thousands of people helping him.

The Mini Page would like to thank Wynell Burroughs, education specialist at the National Archives, and Leslie A. Gray and Ann Soldz of the Fairfax County, Va., Public Schools for help with this issue.

The president's powers

• The president shall be commander in chief of the military.

• The president shall make treaties (agreements between two or more countries).

• The president shall appoint ambassadors, judges of the Supreme Court and other important officers of the United States.

These treaties and appointments must be approved by the Senate.

Pete Souza photo, the White House

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When the president's Cabinet meets, the members sit around a big table in a room near the president's office in the White House.

The president may ask the heads of the departments of the government for reports.

Today, the heads of the departments are called Cabinet members.

The word "Cabinet" is not mentioned in the Constitution.

James Madison first used the term when he called the advisers to Washington the Cabinet.

President Washington had only four Cabinet members. Today there are 13 Cabinet members or department heads.

Each president appoints his own department heads, but the Senate must approve them.

The Mini Page Teacher's Guide

For use by teachers and parents at home and at school.

For use with issue: The Executive Branch

Main Idea: This issue is about the executive branch of the government. The following is a list of activities to be used with this issue. They are listed in order of difficulty, with the easier pre-reader assignments listed first. Ask the children to do the following:

1. Who is the president of the United States? How many photos of him do you see in this issue? Look in your newspaper to see if he is pictured there also.
2. Talk about the presidency. What do you think are the best and worst things about being president? If you were president, what changes would you make to improve our country?
3. Circle all the months. In what month was George Washington sworn into office?
4. Talk about the presidential oath and what you think it means. If your school or class president were to take an oath, what would you like it to say?
5. Do some research to find out who our last 10 presidents were. Who was president the year you were born?
6. Underline the following words: executive, oath, article, qualification, vested, impeach, preserve, ambassador, citizen, execute. Define and make up a new sentence for each one.
7. Pretend you are covering George Washington's inauguration for your newspaper. Write an article describing the ceremony.
8. Look in your paper for articles on President Reagan. Read and discuss them.
9. Get a copy of the Constitution and read Article II.

Mini Spy . . .

Some of the gang are making milk and butter the way it was done in Colonial times. Try to find:

- pie
- flower
- balloon
- carrot
- saw
- match
- hoe
- word MINI
- duck
- helmet
- banana
- musical note
- owl
- watermelon slice
- number 8
- ax
- evergreen

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